DOCUMENT RESUME

ED 267 682 HE 019 150

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TITLE Campus Trends, 1985. Higher Education Panel Report, Number 71.
INSTITUTION American Council on Education, Washington, D.C. Higher Education Panel.
SPONS AGENCY Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE Feb 86
NOTE 27p.
AVAILABLE FROM American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, NW, Washington, DC 20036-1193 ($8.00, nonmembers; $5.00, members; prepaid only).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Change Strategies; College Administration; College Faculty; College Students; *Curriculum Development; *Educational Change; Educational Objectives; Educational Quality; *Enrollment Trends; *Higher Education; Long Range Planning; Nontraditional Students; *Outcomes of Education; Program Evaluation; Questionnaires; *School Business Relationship; School Surveys; Student Evaluation; *Teacher Employment; Trend Analysis
IDENTIFIERS Excellence in Education

ABSTRACT

Trends on college campuses within the United States as of 1985 are reported, with attention to early campus responses to national reports calling for educational reform. Also considered are faculty hiring practices, perceptions about institutional status, college linkages with business and industry, changes in enrollment, and the use of long-range planning and other administrative practices. A total of 398 two- and four-year colleges and universities responded to the study questionnaire (an 85% response), and the data were statistically adjusted to represent national trends. In response to national reports, two themes were emphasized: the need to measure student learning and to emphasize the competencies that students should gain through their studies. More than 80% of responding colleges had recently or were currently reviewing the curriculum. Almost all of these reviews focused on mathematical or computer-related skills, writing, or competencies such as communication and reasoning. Increased enrollments were occurring for part-time and older students, as well as commuters and foreign students. While 21% of the schools reported a net loss in faculty positions compared to the previous year, 32% reported no change, and 48% reported a net gain in faculty positions. Detailed statistical tables, the questionnaire, and technical notes are included. (SW)

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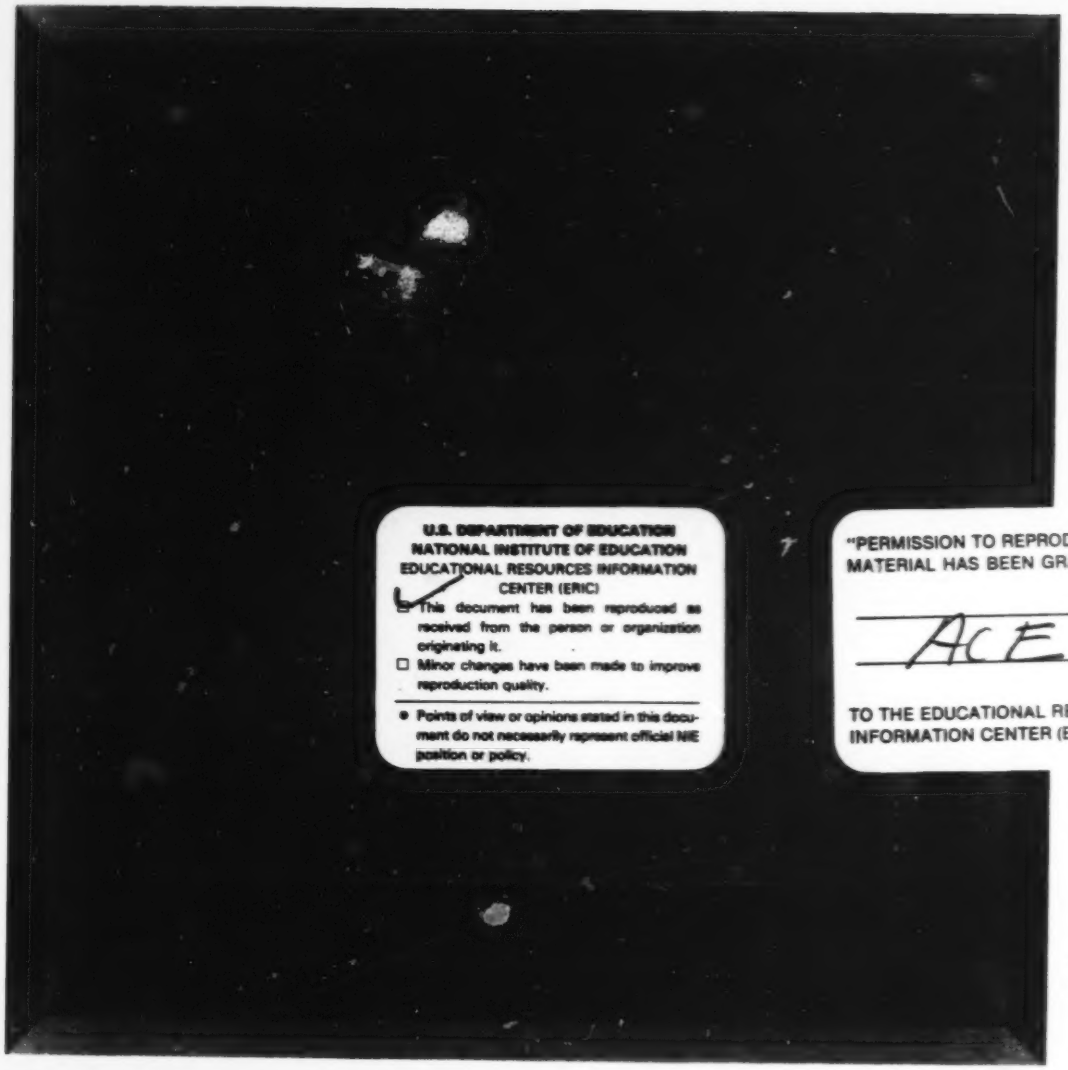
CAMPUS TRENDS, 1985

Elaine El-Khawas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HIGHER EDUCATION PANEL REPORT NUMBER 71

FEBRUARY 1986

American Council on Education

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

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The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. Higher Education Panel Reports are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

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Campus Trends, 1985

Elaine El-Khawas

Higher Education Panel Reports
Number 71 February 1986

American Council on Education
Washington, D.C. 20036

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ACKNOWLEDGMENTS

This survey was developed by ACE staff as part of a continuing project to monitor and report on changing practices in higher education. We are grateful to the Lilly Endowment for its foresight in providing financial support for these surveys.

Special thanks are due to members of the Advisory Committee for the Campus Trends project, who cheerfully and conscientiously offered suggestions on both the questionnaire and the report. Thanks are also due to members of the HEP Advisory Committee and to many ACE staff members who suggested ideas for survey topics. Data processing services for the survey were ably provided by Boichi San and Bernard Greene. The contributions of Clare McManus, Shirley Kahn and Wendy Sams to the preparation of this report are gratefully acknowledged.

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BACKGROUND AND HIGHLIGHTS

This report offers findings from the second in a series of surveys of Campus Trends. These surveys are designed to provide timely information on changes taking place in the policies and practices of American colleges and universities.

For this second report, campus actions on curricular change are given major attention along with early campus responses to national reports calling for education reform. This report also examines faculty hiring practices, perceptions about institutional status, college linkages with business and industry, changes in enrollment, and the use of long-range planning and other administrative practices. Major highlights include:

- The recent national reports on higher education are being discussed on the nation's campuses. As of summer 1985, 6 in 10 institutions reported discussions among senior administrators, 45 percent reported discussions in faculty meetings, and 24 percent reported discussions in meetings of their boards.

- Campus officials identified a variety of areas where changes are already being planned in response to the reports. Two related themes are drawing the greatest attention: the need to measure student learning and to emphasize the competencies that students should gain through their studies.

- Curricular change continues to occupy center stage on the nation's campuses. More than 80 percent of responding colleges and universities were currently reviewing the curriculum or had recently done so.

- Almost all of these reviews involved attention to mathematical or computer-related skills, writing or such other competencies as communication and reasoning.

- Half or more of the four-year institutions are currently considering increased attention to international matters and foreign language study. There also is new attention to values or ethics: 61 percent of baccalaureate colleges and 54 percent of universities reported this as a topic currently being discussed.

- About 4 in 10 colleges have experienced sizeable enrollment changes during the 1980s. The most notable changes involved shifts away from full-time students and toward part-time and older students. Also striking is the evidence of significant increases in commuter students and foreign students.

- Fully 21 percent of institutions reported a net loss in faculty positions compared to a year earlier. However, 32 percent of colleges reported no change and almost half (48 percent) reported a net gain in faculty positions.

- Only 45 percent of institutions reported that the level of faculty compensation was better today than several years ago. Another 15 percent reported that faculty compensation was worse today.

- Most colleges hired new faculty during 1984–85, and were about as likely to hire faculty in term or contract positions as in tenure-track positions.

- About 1 in 4 institutions reported that they had retrenchment procedures underway to cut back on the number of faculty. Close to half said they had procedures to retrain faculty for changing program needs.

- Almost all of the nation's colleges and universities have procedures in place for long-range planning (87 percent) and for program review (83 percent). Regular monitoring of student attrition is also widespread (86 percent). More than half of the institutions have developed procedures for systematic faculty planning.

- Close to half of the nation's colleges and universities have at some time completed an analysis of the economic impact of their institution on their state or surrounding community.

- Campus use of personal computers appears to be growing. Close to half of colleges and universities now offer writing courses that are based on microcomputer use.

- Among the nation's colleges and universities, almost all have formal links with the corporate community. About two-thirds of these institutions offered courses, both credit and noncredit, for business employees on company premises.

- Close to half of the institutions reported participation in partnerships with business to foster state or regional economic development. About 4 in 10 institutions reported that they were active in partnerships with the business community to assist the high schools in their area.

METHODS

The Higher Education Panel forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. Institutions were drawn from the more than 3,200 colleges and universities listed in the National Center for Education Statistics' *Education Directory, Colleges and Universities*. All institutions in the population were grouped according to the Panel's stratification design, which is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample or an appropriate subgroup is used.

The survey operation is dependent upon a network of campus representatives who, through their presidents, have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 468 two-year colleges, four-year colleges and universities in one of the half-samples. Specialized religious institutions (such as rabbinical seminaries) were excluded. The questionnaire (see Appendix A) was mailed on May 30, 1985, with the request that it be completed by the academic vice-president or another senior official with a broad view of the institution. After a series of mail and telephone followups, 398 responses were received or 85 percent of those surveyed. Actual respondents included: provosts, deans, or academic vice presidents: 33 percent; assistant or associate academic vice presidents (or deans): 28 percent; presidents: 12 percent; and other: 27 percent.

Data from responding institutions were statistically adjusted to represent 2,623 four- and two-year colleges and universities. This adjustment means that the report's findings can be interpreted as generally representative of all two-year and four-year colleges and universities across the country. The technical notes (see Appendix B) contain a description of the stratification design, the weighting methodology and a comparison of respondents and nonrespondents.

FINDINGS

During 1984–1985, the nation's colleges and universities were the focus of several national reports calling for curricular reform. This survey shows that these reports have not gone unheeded: indeed, campus administrators can identify a variety of topics on which changes are being discussed. Especially notable is the evidence of strong interest in ways to assess student learning. The survey also documents that, apart from the reports, a widespread process of curricular review and change is taking place on the nation's campuses.

Other survey results make it clear that college administrators are beset with some basic challenges in the mid-1980s, including shifts in enrollment, low faculty compensation, changing program needs, poor preparation levels of entering students, and pressures to maintain adequate library and computer resources to support their academic programs.

Detailed tables appear at the end of the text.

Response to National Reports

Survey results document that the recent national reports on higher education are being discussed quite widely on the nation's college campuses. Such discussions have most often involved faculty and senior administrators; in some instances, they have included a college's board of trustees (see Table 1). As of summer 1985, 6 in 10 institutions reported discussions among senior administrators, 45 percent reported discussions in faculty meetings, and 24 percent reported discussions of the reports in meetings of their boards.

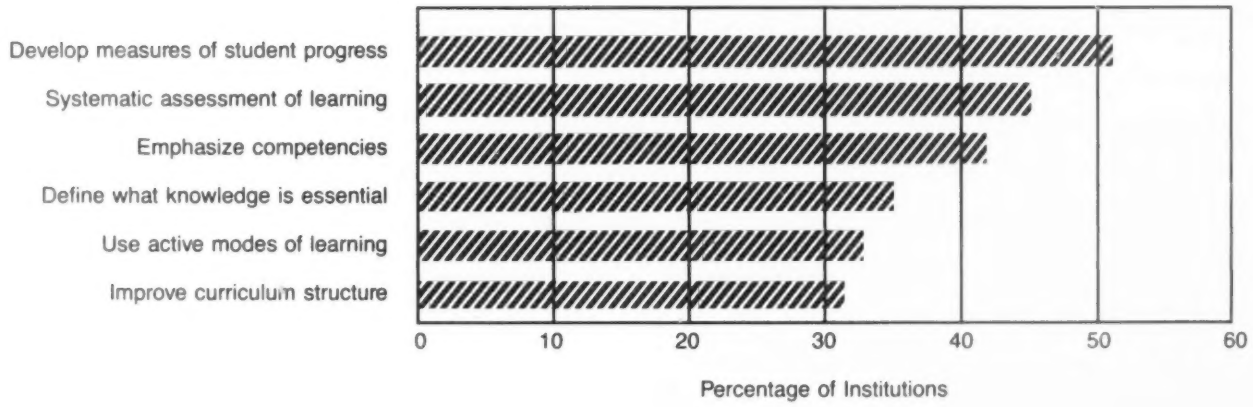
This survey captured early responses, certainly, but it suggests that the various reports may have significant impact. About 1 in 4 institutions reported that changes are being discussed in response to the reports. Others—ranging up to half of institutions—said that some recommended practices are already in place (see Table 2).

Figure 1 summarizes the recommendations receiving the most attention from the reports issued by the National Endowment for the Humanities, the Association of American Colleges, and the National Institute of Education. Two related themes are drawing the greatest attention: the need to measure student learning and to emphasize the competencies that students should gain through their studies. Two AAC recommendations—to prepare graduate students for teaching and to give equal importance to teaching and research in evaluating faculty—have received considerable attention by universities (see Table 2).

Notably, a good many institutions reported that they already have in place several of the recommended practices (Table 2). More than half already have their best faculty teach core courses, for example, and close to half give major emphasis to the freshman year.

The combination of responses—those actively considering a change and those already having appropriate practices—gives an indication of the likely contours of the college curriculum in the near future. Combining the two responses, for example, it can be seen that 82 percent of the nation's colleges and universities support a new emphasis on academic competencies and 73 percent agree on the importance of

FIGURE 1
Report Recommendations
Receiving the Most Discussion



well-defined statements of what knowledge is essential to an undergraduate education.

Baccalaureate colleges are notable for the major extent to which they already follow many of the recommendations. Thus, 7 in 10 baccalaureate colleges already require two years of liberal arts coursework, 2 in 3 have their best faculty teach core courses, and more than half give emphasis to freshman year experiences.

Among universities, about half already require two years of liberal arts for all students and already assign strong faculty to teach core courses. A good proportion of universities (17 percent and 27 percent, respectively) are discussing possible changes in these areas.

Although the recent reports have been criticized for neglecting the special circumstances of community colleges, survey responses show that certain recommendations are quite applicable. Thus, one in three community colleges reported that they already make systematic assessment of student learning and another 44 percent reported that this is being discussed. Close to half of the community colleges are discussing ways to emphasize analysis, communication and other competencies.

Table 2 also reports early reactions of four-year institutions to several recommendations about teacher education, issued by the National Commission for Excellence in Teacher Education in 1985. About one in four institutions are discussing ways to impose more rigorous admissions requirements; similar proportions are discussing ways to develop programs to attract minority students into teacher education. Baccalaureate colleges appear to be particularly responsive to the report's recommendation that teacher education be made a campus-wide responsibility: about one in five are discussing this recommendation, and about half already do so.

Changes in the Curriculum

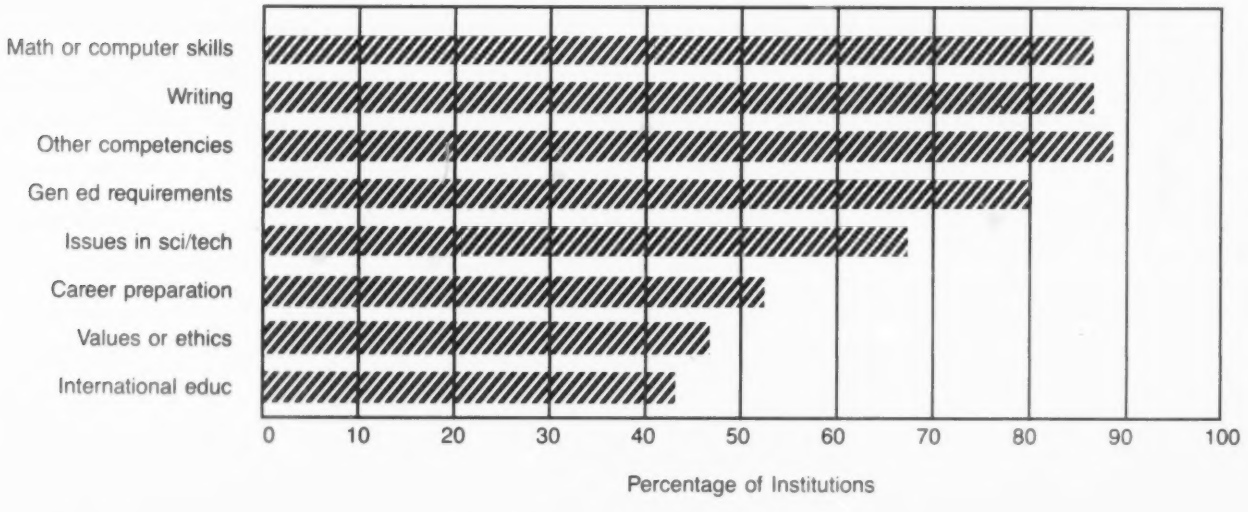
Curricular change continues to occupy center stage on the nation's campuses. More than 80 percent of responding colleges and universities were currently reviewing the curriculum or had recently done so (see Table 3).

Receiving major emphasis in the reviews that are currently underway are the skills or competencies to be gained from college study (see Figure 2). Almost all of these reviews involved attention to mathematical or computer-related skills (86 percent), writing (86 percent) or such other competencies as communication and reasoning (88 percent).

General education requirements still occupied attention at most institutions (80 percent) although not as widely as last year (87 percent, as reported in *Campus Trends, 1984*). A new area of attention involves issues in science and technology: two-thirds of institutions reported that they currently are looking at such issues as they relate to the curriculum.

Some distinctive differences can be seen between two-year and four-year institutions (see table 3). Half or more of the four-year institutions are currently considering increased attention to international matters and foreign language study. There also is new attention to values or ethics: 61 percent of baccalaure-

FIGURE 2
Areas of Curricular Review, 1985
(Percent currently considering each topic)



ate colleges and 54 percent of universities reported this as a topic currently being discussed. Two-year institutions, in contrast, are giving greater emphasis to career preparation: 65 percent of the two-year institutions are considering ways to give greater curricular attention to career preparation, compared to 45 percent of baccalaurate colleges and 30 percent of universities.

Despite these differences, the general pattern is impressive: widespread review of the curriculum continues, with both two-year and four-year institutions giving special attention to the general education component of the curriculum and the skills or competencies that students should acquire through their studies.

Changes in Enrollment

Most of the information on enrollment changes among America's colleges and universities is reported either for the nation as a whole or for a particular institution. The national picture in recent years has been one of relative stability: overall enrollment from 1981 to 1984 has remained at about 12.4 million students.

The information shown in table 4 gives another view: this shows the pattern of change over the last four years by type of institution and by various characteristics of students. Two general observations seem appropriate:

First, despite little enrollment change in the aggregate, a good many colleges have experienced major changes in their enrollment. About 4 in 10 institutions reported significant changes over four years, a relatively short period of time for monitoring enrollment change. As expected, the most notable changes involved shifts away from full-time students and toward part-time and older students. Also striking is the evidence of significant increases in commuter students and foreign students, as reported by about one in five institutions.

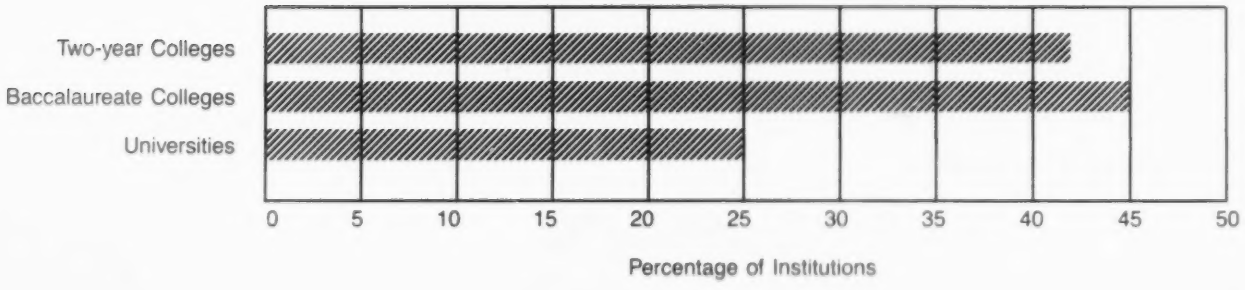
For baccalaureate colleges, the most striking change was in part-time students: close to half (45 percent) reported significant increases in part-time enrollment (see figure 3) and 33 percent reported significant increases in commuter students.

Second, American higher education remains remarkably diverse. For each student characteristic, some colleges reported net gains while others reported net decreases. Among two-year institutions, for example, where the dominant trends involve increasing part-time and older students, at least one-third of these institutions reported significant increases in full-time students over the past four years. So too, although 1 in 5 baccalaureate colleges and universities reported significant decreases in full-time students, as many as 32 percent of baccalaureate colleges and 25 percent of universities reported significant gains in full-time enrollment.

Interesting, too, in this regard, are the changes that were reported in the academic ability of entering students: although 12 percent of all institutions reported significant erosion, another 21 percent said they had experienced significant gains.

It is difficult to interpret the study's results regarding hispanic and black students (see table 4), in light of reports that minority enrollment has decreased recently. Results here show that a small proportion of institutions (14 percent) made gains in minority enrollment over the four-year period while only a few experienced decreases. Because the survey sought information for a four-year period, results may understate recent experience.

FIGURE 3
Colleges Reporting Increased
Part-time Enrollment
Over the Past Four Years



Changes in Faculty

The study's results regarding faculty hiring practices also reflect a diversity of experience among colleges and universities. Fully 21 percent of institutions reported a net loss in faculty positions compared to a year earlier. This represents a very sizeable decline. The contrast is also striking, however: 32 percent of colleges reported no change and almost half (48 percent) reported a net gain in faculty positions. These net gains were reported by higher percentages of baccalaureate colleges and universities than by two-year institutions (figure 4). This may reflect the special budgetary pressures felt by many two-year institutions recently.

Most colleges hired new faculty during 1984–1985, and were about as likely to hire faculty in term or contract positions as in tenure-track positions (see Table 5). There also is an extensive use of part-time faculty: 39 percent of institutions reported that part-time faculty were used in more than one-fourth of courses. This was true of only 24 percent of baccalaureate colleges and 22 percent of universities, however, in contrast to 55 percent of two-year colleges.

About 1 in 4 institutions reported that they had retrenchment procedures underway to cut back on the number of faculty (see Table 5). As another strategy, close to half of the institutions said they had procedures to retrain faculty for changing program needs; this was especially typical at two-year institutions (reported by 52 percent), compared to baccalaureate colleges (29 percent) and universities (42 percent).

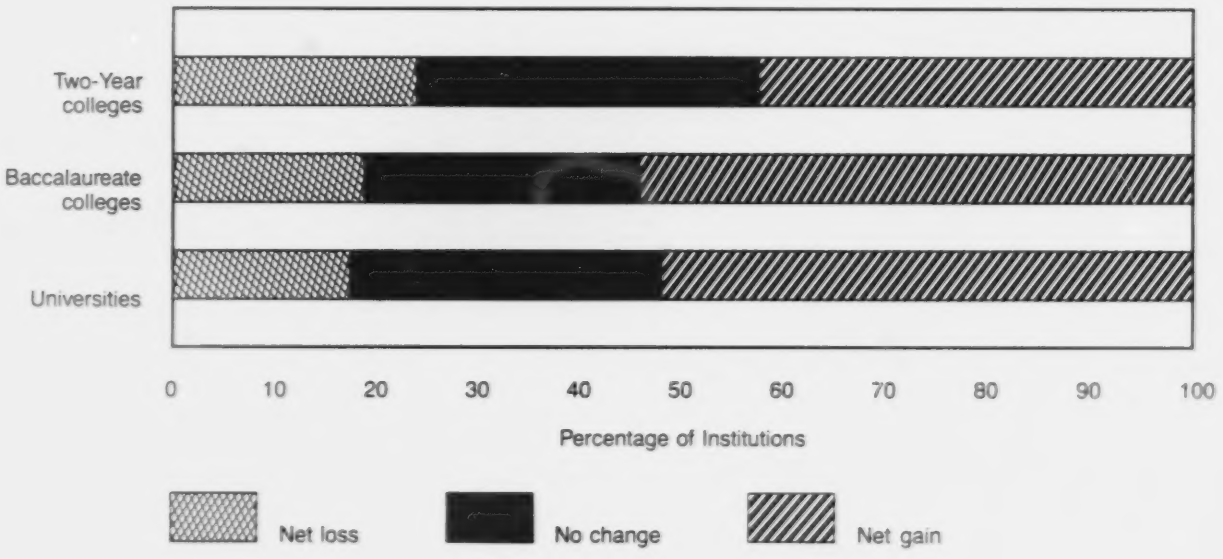
Table 6 reflects changes in the profile of faculty due to the cumulative impact of hiring practices over the past five years. Part-time faculty have increased, especially at two-year institutions. Some increases in full-time faculty are also noted, more so at baccalaureate colleges than at other types of institutions.

Notably, about 1 in 5 institutions reported gains in the representation of women faculty during the last five years (see Table 6). However, very modest progress was reported in improving the percentage of minority faculty: only 12 percent of institutions reported any gains. In fact, the figures for baccalaureate colleges show almost as much erosion in the representation of minority faculty (5 percent) as gain (8 percent) during the last five years.

In view of the rising average age of college faculty today, there has been concern that older faculty will be reluctant to retire and, in particular, will increasingly opt to stay on until age 70 or beyond. This survey suggests that there has been no significant change in this regard as of mid-decade: only 6 percent of institutions reported an increase in the number of faculty over the age of 65; another 7 percent of institutions reported a significant decrease in the percentage of their faculty who are over 65. It can be noted, however, that 10 percent of universities reported a significant increase in the number of faculty over 65.

Table 7 shows expected changes in faculty over the next five years, differentiated by broad subject areas.

FIGURE 4
Change in Faculty Positions
Compared to a Year Earlier



A predictable pattern emerges: more than half of the nation's colleges and universities expect to see significant increases in their faculty in computer and information sciences (including 73 percent of universities), and about 4 in 10 expect significant increases in business faculty. Notably, half of baccalaureate colleges expect an increase in business faculty, a proportion that is higher than that given by other institutions.

Relatively few other subject areas are mentioned as likely to experience significant faculty growth. This may reflect the difficulties of making such predictions by subject area. Two other areas—engineering and mathematical sciences—were mentioned by more than one-quarter of universities. Vocational-technical fields were mentioned by about 3 in 10 two-year institutions. The health professions were mentioned by 16 percent of institutions.

Administrative Policies and Practices

Figure 5 summarizes responses regarding a number of administrative practices used by academic institutions today. The survey findings attest to a general move on the nation's campuses toward systematic planning and procedures. Thus, as of 1985, almost all of the nation's colleges and universities have procedures in place for long-range planning (87 percent) and for program review (83 percent). Regular monitoring of student attrition is also widespread (86 percent). More than half of the institutions have also developed procedures for systematic faculty planning, which may involve analysis of expected changes in faculty hiring, tenure rates, retirements, or other matters.

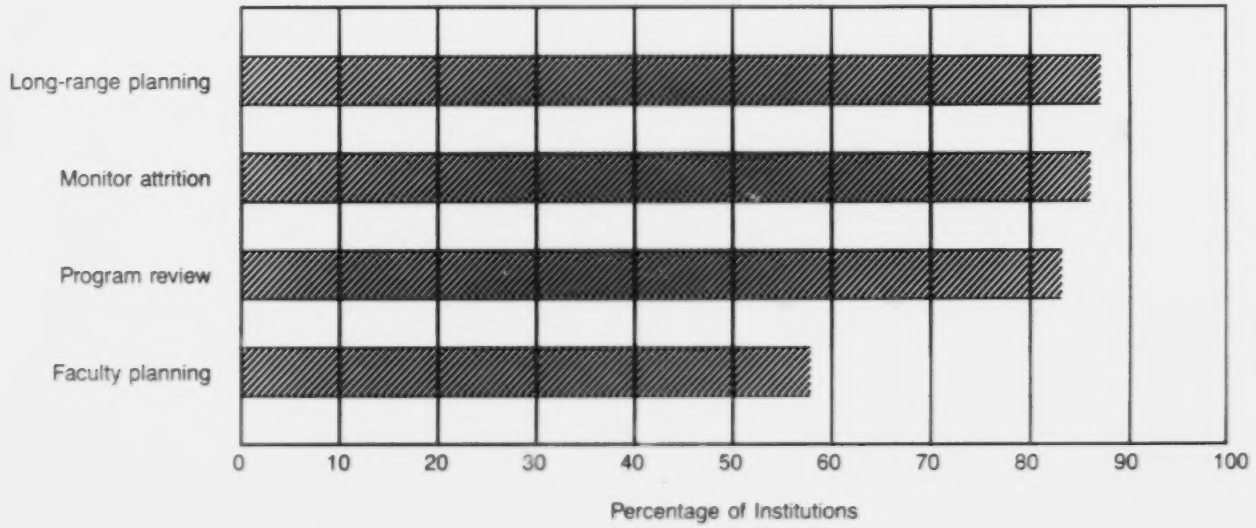
Notably, close to half of the nation's colleges and universities have at some time completed an analysis of the economic impact of their institution on their state or surrounding community (see Table 8). This was particularly so for universities (57 percent) and two-year institutions (45 percent) and less true of baccalaureate colleges (37 percent did so).

Campus use of personal computers appears to be growing. As Table 8 shows, close to half of colleges and universities now offer writing courses that are based on microcomputer use. In contrast, very few institutions—5 percent, overall—require all students to have microcomputers.

Questions were also asked about current practices in making appointments in academic administration. As Table 9 shows, about half of the institutions appoint their academic deans or provosts to a stated term of appointment, usually involving one year. Almost all such positions are subject to formal performance evaluation. About half of the institutions offer sabbatical leave for such positions.

There were differences across institutions on the issue of whether tenure can be granted when persons new to the institution were appointed as academic dean or provost. Among universities, more than half

FIGURE 5
Administrative Practices of
Colleges and Universities, 1985



(55 percent) have such a practice. In contrast, only 1 in 10 baccalaureate colleges or two-year colleges have such a practice.

Ties with Business and Industry

Among the nation's colleges and universities, almost all have formal links with the corporate community (see Table 10). Fully 85 percent of these institutions have joint meetings or advisory panels that include corporate officials. Most (75 percent) also have programs by which equipment is loaned, donated or shared between the college and corporations. Scholarship or loan programs were another very typical form of collaboration, reported by 63 percent of colleges and universities. Also, 65 percent of the universities reported that they received financial support from business and industry for research.

A substantial degree of activity also takes place in other, less traditional modes of cooperation. As figure 6 shows, about two-thirds of these institutions offered courses for business employees on company premises; this practice is especially strong at two-year institutions. Jointly developed degree or certificate programs are also offered at a significant number of colleges: 49 percent of two-year institutions had such programs, as did 34 percent of baccalaureate colleges and 21 percent of universities.

Questions were also asked about collegiate participation in partnerships involving the business community (see Table 10). Close to half of the institutions reported participation in such partnerships to foster state or regional economic development; this was especially true of two-year institutions and universities. About 4 in 10 of these institutions reported that they were active in partnerships with the business community to assist the high schools in their area.

Opinions on Institutional Status

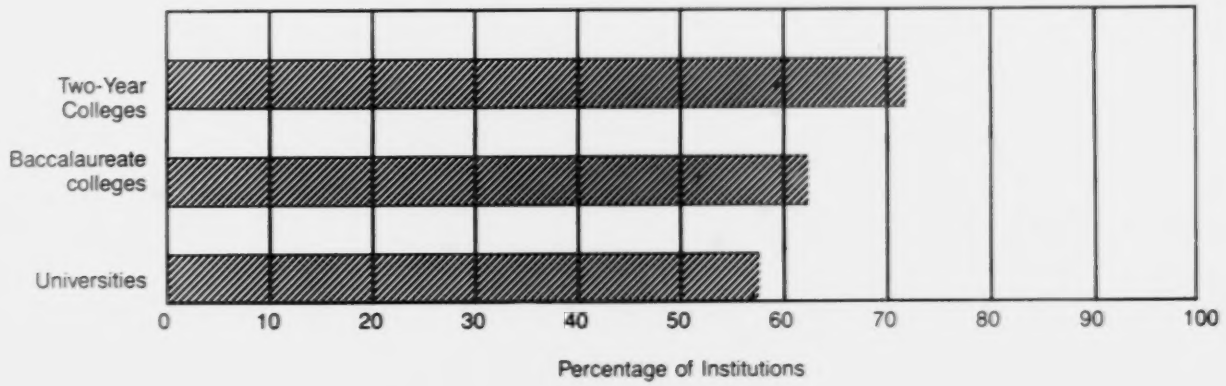
The survey also included several questions asking about the direction of each college's experience on a variety of student, faculty and other matters. Taken together, these responses offer a general view of the institution's status. While the responses are the opinions of academic administrators and probably not based on precise information, they nevertheless offer a valuable benchmark for assessing certain issues affecting higher education today.

The results are summarized in Table 11. Most significant, perhaps, are the areas where large percentages of colleges and universities reported improvements. These include:

	Percent with gains
• Adequacy of academic computer equipment	83 percent
• Ability to attract good students	59 percent
• Job prospects for degree recipients	55 percent
• Ability to serve disabled students	54 percent

Improvements in the availability of academic computer equipment appear to be the most widespread. Similar percentages reported such improvements across types of institutions. Improvements in the abil-

FIGURE 6
Colleges Offering Credit Courses on Business Premises, 1985



ity to serve disabled students are also notable, although baccalaureate colleges appear to trail behind other types of academic institutions.

Improvements in a college's ability to attract good students were reported rather uniformly across institutions. In view of the continuing problems that occur with the weak preparation levels of entering students (as mentioned below), it is possible that responses on this question reflect administrative improvements in recruiting students as much as they reflect actual changes in the qualifications of entering students.

The areas where the *fewest* institutions reported improvements are also worth highlighting:

	Percent with gains
• General preparation level of entering students	31 percent
• Ability to attract minority students	33 percent
• Adequacy of library resources	38 percent
• Adequacy of student aid	40 percent

For each of these areas, between 8 percent and 17 percent of institutions also reported that their circumstances were significantly worse today compared to several years ago.

Faculty compensation is another area in which results are troubling: only 45 percent of institutions reported that the level of faculty compensation was better today than several years ago (see Table 11). Another 15 percent reported that faculty compensation was worse and the others—fully 40 percent of institutions—reported no change. In view of the fact that levels of faculty compensation have not kept up with inflation throughout the last decade, the inability of most institutions to make improvements in this area should be cause for serious concern. This problem appears to be particularly acute among baccalaureate colleges, where only 36 percent reported any improvement and 16 percent said that faculty compensation was worse than several years ago.

Summary

This survey of current policies and practices in academe offers a mixed picture: campuses are giving major attention to curriculum reform, expect growing activity in engineering, business and computer-related areas, and have increasingly widespread ties with business and industry. Colleges and universities have taken a number of steps to manage their internal operations wisely in a time of difficult budgetary constraints: long-range planning, monitoring of student attrition, and program review have become common practice. Part-time faculty and nontenured, term appointments have been used rather widely, apparently to gain staffing flexibility. A good number of colleges and universities have also developed programs to retrain faculty in response to changing program needs.

Several problems continue to be of concern, a major one being the weak levels of preparation of entering students. Problems in attracting minority students appear to be a growing concern. Financial problems also remain, especially with regard to faculty compensation, library resources, and student aid.

The nation's colleges and universities will be trying to meet these challenges throughout the rest of this decade. It is hoped that the series of Campus Trends surveys, to be repeated annually, will help document the changes that will be taking place.

DETAILED STATISTICAL TABLES

Readers should note that some percentage distributions in the following tables may not total to 100 because of weighting and rounding.

TABLE 1—College Actions on National Reports
(Percentages)

Population N:	Two-year colleges 1311		Baccalaureate colleges 739		Universities 573		All 2623	
	Yes	Planned	Yes	Planned	Yes	Planned	Yes	Planned
Task force/committee review	21	6	31	16	30	7	26	9
Discussion of the reports:								
In faculty meetings	40	8	51	17	51	11	45	11
Among senior administrators	55	10	72	5	67	13	62	9
With the board of trustees	22	10	26	9	25	8	24	10
In special meetings	21	11	34	12	29	14	26	12
Changes in academic programs	30	28	26	27	24	27	28	27
Changes in student services	30	21	18	25	15	21	23	22
Changes in research/assessment	29	28	15	28	15	32	22	29

TABLE 2—Responses to Recommendations of National Reports
(Percentages)

Population N:	Two-year Colleges 1311		Baccalaureate Colleges 739		Universities 573		All 2623	
	In Place	Under Discussion	In Place	Under Discussion	In Place	Under Discussion	In Place	Under Discussion
NIE:								
Emphasize the freshman year	46	10	56	28	38	37	47	21
Emphasize analysis, communications	35	44	45	40	47	38	40	42
Use active modes of learning	36	32	33	34	23	30	32	33
Make systematic assessment	33	44	26	47	20	44	28	45
Require two years of liberal arts	7	7	71	6	51	17	35	9
AAC:								
Improve curriculum structure	35	33	30	32	26	27	32	32
Deemphasize & change the major	3	15	8	17	2	14	4	15
Prepare grad sts. for coll. teach	0	0	3	8	16	14	4	7
Develop measures of progress	20	51	16	53	14	48	18	51
Give importance to teaching/research	10	9	37	11	43	27	25	13
NEH:								
Give humanities a central place	26	22	55	8	48	27	39	19
Define knowledge that is essential	33	34	44	36	40	36	38	35
Use original texts in humanities	17	17	35	15	42	13	27	15
Have best faculty teach core courses	53	13	66	17	52	27	57	17
Integrated humanities sequence	18	30	27	24	31	37	23	30
NCETE:								
Impose rigorous admission req.	0	0	48	25	57	22	26	12
Develop minority recruitment programs	0	0	5	19	28	22	7	10
Develop experimental teacher pgms	0	0	8	24	25	27	8	13
Assign sufficient resources	0	0	58	12	52	23	28	8
Make it campus-wide responsibility	0	0	46	19	44	17	23	9

TABLE 3—Experiences with Curriculum Review
(Percentages)

	Two-Year Colleges	Baccalaureate Colleges	Universities	All
Currently Reviewing	51	50	40	48
Recently completed	30	30	44	33
Current or recent review:				
New general education requirements	75	92	90	83
Greater emphasis on writing	79	87	87	83
Greater emphasis on other requirements	83	90	81	85
Increase in course requirements	44	56	51	49
Greater flexibility for adult learners	44	37	28	39
Attention to international matters	21	58	62	40
New attention to foreign language study	23	51	48	37
New attention to issues in science/tech	62	77	65	67
Greater attention to career preparation	63	45	29	50
Emphasis on math-related skills	88	88	80	86
More multidisciplinary courses	36	44	53	42
New attention to values or ethics	37	61	47	46
New approaches to teacher education	22	42	46	33
Currently underway:				
New general education requirements	71	93	88	80
Greater emphasis on writing	83	87	92	86
Greater emphasis on other requirements	88	93	82	88
Increase in course requirements	38	52	43	43
Greater flexibility for adult learners	47	37	32	41
Attention to international matters	28	57	65	43
New attention to foreign language study	26	61	53	41
New attention to issues in science/tech	59	77	70	67
Greater attention to career preparation	65	45	30	53
Emphasis on math-related skills	87	87	83	86
More multidisciplinary courses	40	35	56	41
New attention to values or ethics	35	61	54	46
New approaches to teacher education	19	45	50	32
Recently completed:				
New general education requirements	83	90	91	87
Greater emphasis on writing	71	88	81	78
Greater emphasis on other requirements	74	87	81	79
Increase in course requirements	55	62	58	58
Greater flexibility for adult learners	41	38	24	35
Attention to international matters	9	59	59	36
New attention to foreign language study	18	34	44	30
New attention to issues in science/tech	66	75	61	67
Greater attention to career preparation	59	46	29	47
Emphasis on math-related skills	90	90	77	86
More multidisciplinary courses	31	60	50	44
New attention to values or ethics	40	61	42	46
New approaches to teacher education	27	37	43	34

TABLE 4—Changes in Enrollment Over the Past Four Years
(Percentage of institutions reporting each change*)

	Two-Year Colleges		Baccalaureate Colleges		Universities		All	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Full-time students	34	36	32	22	25	20	31	29
Part-time students	42	17	45	5	25	13	39	13
Black students	12	8	17	7	14	8	14	8
Hispanic students	17	1	11	2	11	2	14	2
Commuter students	22	5	33	3	10	5	23	5
Out of state students	12	8	11	9	14	7	12	8
Foreign students	14	17	20	12	22	9	18	14
Median age of students	37	2	29	0	16	5	30	2
Academic ability of students	18	16	21	8	28	6	21	12
Family ability to pay	5	18	5	17	5	15	5	17
Average class size	9	21	12	8	9	11	10	15

*Percentages for "no change" are not shown.

TABLE 5—Faculty Policies and Practices
(Percentages)

	Two-Year Colleges	Baccalaureate Colleges	Universities	All
Full-time faculty were hired in:				
Tenure-track positions	48	77	97	67
Term or contract positions	69	62	84	70
Faculty positions (84–85 compared to 83–84)				
A net loss	24	18	17	21
A net gain	42	54	52	48
No change	34	28	31	32
Extensive use of part-time faculty	55	24	22	39
Procedures to retrain faculty	52	29	42	43
Retrenchment procedures underway	31	23	26	28

TABLE 6—Changes in Faculty Over the Past Five Years
(Percentages)

	Two-Year Colleges		Baccalaureate Colleges		Universities		All	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Size of full-time faculty	21	18	34	13	24	9	26	15
Size of part-time faculty	33	11	30	11	17	7	29	10
Percent of faculty awarded tenure	5	4	7	13	4	9	5	8
Percent of faculty, non-tenure track	5	2	10	5	14	3	9	3
Percent of women faculty	19	1	25	1	29	1	23	1
Percent of minority faculty	14	2	8	5	12	2	12	3
Number of faculty over 65	4	7	6	5	10	9	6	7

TABLE 7—Expected Changes in Faculty in the Next Five Years
(Percentages)

	Two-Year Colleges		Baccalaureate Colleges		Universities		All	
	Increase	Decrease	Increase	Decrease	Increase	Decrease	Increase	Decrease
Arts and humanities	11	7	11	6	9	9	11	7
Foreign languages	10	9	13	4	8	5	10	7
Social sciences	2	10	5	5	7	6	4	8
Biological and physical sciences	13	3	13	0	17	3	14	2
Computer/information science	55	1	55	0	73	0	59	0
Engineering (except computer sci)	19	2	10	0	28	0	18	1
Mathematical sciences	16	2	18	0	26	0	19	1
Health professions	17	8	16	4	15	3	16	6
Business	38	1	50	0	37	3	41	1
Teacher education	3	2	16	3	16	10	10	4
Vocational-technical fields	29	2	8	8	5	11	18	6

TABLE 8—Administrative Policies and Practices
(Percentages)

	Two-Year Colleges	Baccalaureate Colleges	Universities	All
Institution has:				
Long-range planning	87	89	88	87
Program review	85	81	82	83
Systematic faculty planning	54	58	67	58
Collective bargaining agreement	34	5	22	23
Regular monitoring of student attrition	85	84	91	86
Foundation funds for undergrad. programs	37	44	53	43
Analysis of the inst. econ. impact	45	37	57	46
A budgeted position for improvement	34	18	35	30
Writing courses with microcomputers	43	41	47	43
PC's required for all students	7	3	3	5

TABLE 9—Policies for Academic Administrators
(Percentages)

	Two-Year Colleges	Baccalaureate Colleges	Universities	All
Appointments for deans or provosts generally have a stated term:	52	52	45	51
Term is one year	86	78	50	77
Term is two or three years	10	14	22	13
Term is four years or more	4	7	28	10
Tenure can be granted	10	12	55	21
Formal performance evaluation	92	79	86	87
Sabbatical leave is offered	49	48	56	50
Budget for development	77	55	44	64

TABLE 10—Ties with Business and Industry
(Percentages)

Total with formal ties:	Two-Year Colleges 1077	Baccalaureate Colleges 400	Universities 457	All 1933
Formal ties with business/industry in:				
Shared or on-loan staff	22	33	37	28
Equipment donated, loaned, or shared	77	60	82	75
Credit courses for business employees	72	63	58	67
Noncredit courses for bus. employees	73	43	60	64
Scholarship or loan programs	63	59	67	63
Joint meetings or advisory panels	87	83	83	85
Jointly developed & sponsored programs	49	34	21	39
Partnerships to assist high schools	42	33	38	39
Partnerships for state/reg development	50	25	46	44
Financial support of research	7	21	65	23
Formal ties with bus./industry, planned:				
Shared or on-loan staff	16	14	11	14
Equipment donated, loaned, or shared	6	5	3	5
Credit courses for busin. employees	6	12	10	8
Noncredit courses for bus. employees	5	22	8	9
Scholarship or loan programs	1	14	6	5
Joint meetings or advisory panels	2	7	3	3
Jointly developed & sponsored programs	11	17	10	12
Partnerships to assist high schools	13	21	18	15
Partnerships for state/reg develpmt	10	16	18	13
Financial support of research	7	16	8	9

TABLE 11—Administrator Views on Recent Institutional Changes
(Percentages*)

	Two-Year Colleges		Baccalaureate Colleges		Universities		All	
	Better	Worse	Better	Worse	Better	Worse	Better	Worse
Ability to attract good students	57	8	58	5	64	4	59	6
Ability to attract minority students	32	5	30	14	37	8	33	8
Preparation of entering students	22	22	41	12	38	15	31	17
Ability to serve disabled students	57	2	46	7	60	0	54	3
Job prospects for degree recipients	50	4	56	2	66	0	55	3
Ability to attract good faculty	49	8	48	6	52	6	49	7
Overall faculty morale	51	12	52	10	42	13	49	12
Faculty-admin. communications	44	4	54	6	46	8	47	6
Adequacy of faculty compensation	49	13	36	16	48	16	45	15
Adequacy of student aid	39	7	40	15	43	13	40	11
Ability to respond to enrollmt. shifts	48	6	43	2	41	6	45	5
Academic computer equipment	82	4	86	4	84	4	83	4
Other equip. for teaching/research	36	6	44	7	50	20	41	9
Adequacy of library resources	30	8	46	5	45	11	38	8

*Percentages for "no change" are not shown.

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

May 30, 1985

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 71, sponsored by the American Council on Education. This is the second in a series of annual surveys designed to obtain general information on campus trends. The questionnaire elicits information on recent or pending changes in a variety of institutional policies and practices affecting faculty, the curriculum, and other areas.

This questionnaire does not seek numerical responses. It asks general questions or seeks opinions about changes in academic policies. The survey should be completed by the academic vice president or, if that is not possible, by another high-level official with a broad view of the institution.

Please understand that your institution's responses will be held in strict confidence. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identified with your institution.

Please return the completed questionnaire by July 15, 1985. A preaddressed envelope is enclosed for your convenience. If you have any questions or problems, please do not hesitate to telephone us collect at 202/833-4757.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Acting Panel Director

Attachment

One Dupont Circle, Washington, D.C. 20036-1193 (202) 833-4757

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 71

CAMPUS TRENDS 1984-85

You will note that this questionnaire does not seek numerical responses; it asks a series of general questions and seeks your opinions about policies and practices at your institution. Please answer the following questions with respect to 1984-1985.

I. CURRICULUM

A. Is a general review of curriculum underway or has one recently been completed?

- ☐ No
- ☐ Yes, currently underway
- ☐ Yes, completed within the last few years

If "yes" does it include:

	Yes	No
1. New general education requirements	☐	☐
2. Greater emphasis on writing	☐	☐
3. Greater emphasis on other competencies (communication, reasoning, etc.)	☐	☐
4. An increase in course requirements	☐	☐
5. Greater flexibility for adult learners	☐	☐
6. Increased attention to international matters	☐	☐
7. New attention to foreign language study	☐	☐
8. New attention to issues in science and technology	☐	☐
9. Greater attention to career preparation	☐	☐
10. Greater emphasis on mathematical or computer-related skills	☐	☐
11. More multidisciplinary or "theme" courses	☐	☐
12. New attention to values or ethics	☐	☐
13. New approaches to teacher education	☐	☐

B. Several national reports have called for changes in undergraduate education. Is your institution following any of the recommendations listed below?

	Already In Place	Under Discussion	No
From NIE's Involvement in Learning:			
1. Emphasize the freshman year	☐	☐	☐
2. Emphasize analysis, communication, synthesis and problem solving	☐	☐	☐
3. Use "active" modes of learning	☐	☐	☐
4. Make systematic assessment of student learning	☐	☐	☐
5. Require two years of liberal arts courses for all bachelor's degrees	☐	☐	☐
From AAC's Integrity in the Classroom:			
1. Improve curriculum structure by stressing areas of instruction	☐	☐	☐
2. Deemphasize and change the academic major	☐	☐	☐
3. Prepare graduate students for college teaching	☐	☐	☐
4. Develop better measures of student progress	☐	☐	☐
5. Give equal importance to teaching and research for faculty	☐	☐	☐
From NEH's To Reclaim a Legacy:			
1. Give humanities and Western civilization a central place in the curriculum	☐	☐	☐
2. Make a clear statement of what knowledge is essential to a good education	☐	☐	☐
3. Use original texts in humanities courses	☐	☐	☐
4. Have the best faculty teach core courses	☐	☐	☐
5. Develop an integrated sequence of humanities courses	☐	☐	☐
From NCETE's A Call for Change in Teacher Education:			
1. Impose rigorous admission and graduation standards for teacher education programs	☐	☐	☐
2. Develop special minority recruitment programs in teacher education	☐	☐	☐
3. Develop experimental teacher education programs	☐	☐	☐
4. Assign sufficient resources to teacher education	☐	☐	☐
5. Make teacher education a campus-wide responsibility	☐	☐	☐

C. Has the reaction to the reports at your institution included any of the following?

	Yes	Planned	No
1. Task force or committee to review the report(s)	☐	☐	☐
2. Discussion of the reports:			
a. in faculty meetings	☐	☐	☐
b. among senior administrators	☐	☐	☐
c. with the board of trustees	☐	☐	☐
d. in specially convened meetings	☐	☐	☐
3. Changes in academic programs	☐	☐	☐
4. Changes in student services	☐	☐	☐
5. Changes in research and assessment of students	☐	☐	☐

Continued next page

II. FACULTY

		Yes	No
A.	Were any new full-time academic hired in academic year 1984-85 in:		
	1. tenure-track positions	☐	☐
	2. term or contract positions	☐	☐
B.	Compared to a year earlier, was there:		
	☐ A net loss in faculty positions		
	☐ A net gain in faculty positions		
	☐ No change in faculty positions		
C.	Was extensive use made of part-time faculty (i.e., for more than about one-fourth of courses)?	☐	☐
D.	Do you have procedures to retrain faculty for changing program needs?	☐	☐
E.	Do you have retrenchment procedures underway (to cut back on the number of faculty)?	☐	☐

F. How has your institution changed over the past five years in the:

	Significant Increase	No Significant Change	Significant Decrease
1. Size of full-time faculty	☐	☐	☐
2. Size of part-time faculty	☐	☐	☐
3. Percentage of eligible faculty being awarded tenure	☐	☐	☐
4. Percentage of faculty on non-tenure track contracts	☐	☐	☐
5. Percentage of full-time faculty that are women	☐	☐	☐
6. Percentage of full-time faculty that are minorities	☐	☐	☐
7. Number of full-time faculty continuing beyond age 65	☐	☐	☐

G. What changes do you expect in the next five years in the number of faculty in:

	Significant Increase	No Significant Change	Significant Decrease
1. Arts and humanities	☐	☐	☐
2. Foreign languages	☐	☐	☐
3. Social sciences	☐	☐	☐
4. Biological and physical sciences	☐	☐	☐
5. Computer science or information science	☐	☐	☐
6. Engineering (exclusive of computer science)	☐	☐	☐
7. Mathematical sciences	☐	☐	☐
8. Health professions	☐	☐	☐
9. Business	☐	☐	☐
10. Teacher education	☐	☐	☐
11. Vocational-technical fields	☐	☐	☐

III. ENROLLMENT

How has your institution's enrollment changed over the past four years regarding:

	Significant Increase	No Significant Change	Significant Decrease
1. Full-time students	☐	☐	☐
2. Part-time students	☐	☐	☐
3. Black students	☐	☐	☐
4. Hispanic students	☐	☐	☐
5. Commuter students	☐	☐	☐
6. Out-of-state students	☐	☐	☐
7. Foreign students	☐	☐	☐
8. Median age of students	☐	☐	☐
9. Academic ability of students	☐	☐	☐
10. Family ability to pay	☐	☐	☐
11. Average class size	☐	☐	☐

IV. ADMINISTRATIVE PRACTICES AND PLANNING

A. For academic administrative appointments (e.g. dean, provost), does your institution generally:

	Yes	No
1. Make appointments with a stated term	☐	☐
If yes, term is: ☐ one year ☐ two or three years ☐ four years or more		
2. Allow tenure to be granted on appointments of persons new to the institution	☐	☐
3. Periodically conduct a formal performance evaluation	☐	☐
4. Offer sabbatical leaves	☐	☐
5. Have a budget to support professional development of administrators	☐	☐

B. Does your institution have:

	Yes	No
1. An ongoing long-range planning activity	☐	☐
2. An ongoing formal process of program review	☐	☐
3. Procedures for systematic faculty planning (that looks to expected changes in hiring, tenure rates, retirements, etc.)	☐	☐
4. A collective bargaining agreement covering the faculty	☐	☐
5. Regular monitoring of student attrition rates	☐	☐
6. Foundation funds to improve undergraduate education	☐	☐
7. An analysis of the institution's economic impact on its state or community	☐	☐
8. A budgeted position (at least half-time) devoted to instructional improvement	☐	☐
9. Writing courses taught with microcomputers	☐	☐
10. A requirement that all students have microcomputers	☐	☐

Continued next page

V. BUSINESS & INDUSTRY

A. Does your institution have formal ties with business or industry in your area?

☐ Yes
☐ No

If "yes," do these involve:

	Yes	Planned	No
1. Shared or on-loan staf)	☐	☐	☐
2. Equipment (donations, loans, or shared use)	☐	☐	☐
3. Credit courses for business employees at business locations	☐	☐	☐
4. Noncredit courses for business employees at business locations	☐	☐	☐
5. Scholarship or loan programs	☐	☐	☐
6. Joint meetings or advisory panels	☐	☐	☐
7. Jointly developed and sponsored degree (or certificate) programs	☐	☐	☐
8. Partnerships designed to assist high schools	☐	☐	☐
9. Partnerships for state or regional economic development	☐	☐	☐
10. Corporate financial support of research	☐	☐	☐

VI. OPINIONS OF CHANGE

A. Compared to several years ago, how would you rate the following?

	Better	Same	Worse
1. Ability of your institution to attract good students	☐	☐	☐
2. Ability of your institution to attract minority students	☐	☐	☐
3. General level of preparation of your institution's entering students	☐	☐	☐
4. Ability of your institution to meet the needs of disabled students	☐	☐	☐
5. Job prospects for this year's degree recipients from your institution	☐	☐	☐
6. Ability of your institution to attract and hold good faculty	☐	☐	☐
7. Overall level of faculty morale at your institution	☐	☐	☐
8. Quality of faculty-administrator communications	☐	☐	☐
9. Adequacy of faculty compensation at your institution	☐	☐	☐
10. Adequacy of student aid provided by your institution, including scholarships, fellowships, and loans	☐	☐	☐
11. Ability of your institution to respond to enrollment shifts	☐	☐	☐
12. Adequacy of academic computer equipment	☐	☐	☐
13. Adequacy of other equipment for teaching and research	☐	☐	☐
14. Adequacy of library resources at your institution	☐	☐	☐

Thank you for your cooperation.

Please keep a copy of this survey for your records.

Please return this form by **July 15, 1985**, to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington D.C. 20036

Name of Respondent _____

Title _____

Department _____

Telephone _(____) _____

If you have any questions concerning this survey, please call the HEP staff collect at (202) 833-4757.

APPENDIX B: TECHNICAL NOTES

Data from the responding Panel institutions were statistically adjusted to represent all of the nation's colleges and universities except specialized and religious institutions (such as rabbinical seminaries). The stratification design for weighting follows.

The weighting technique used was the standard one employed for Panel surveys. Data received from Panel members were adjusted for item and institutional nonresponse within each cell. Then institutional weights were applied to bring the Panel data up to estimates that are representative of the national population.

Table B-2 compares survey respondents and nonrespondents against several variables. Response rates were generally even across institutions. Higher-than-average response rates were recorded for private baccalaureate institutions. Response rates for public baccalaureate colleges and private universities were somewhat lower than average.

TABLE B-1:—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents
	Total		2,623	398
1	Large public doctorate-granting	a	104	47
2	Large private doctorate-granting	a	60	20
3	Large public comprehensive	a	92	39
4	Large private comprehensive	a	27	11
7	Large public two-year	a	43	19
8	Public comprehensive	5,500–8,999	56	17
9	Public comprehensive	<5,500	108	21
10	Private comprehensive	<9,000	126	21
11	Public baccalaureate	<9,000	127	17
12	Private baccalaureate	1,350–8,999	166	26
13	Private baccalaureate	<1,350	446	32
17	Public 2-year academic/comprehensive	6,000–8,999	55	16
18	Public 2-year academic/comprehensive	4,000–5,999	72	17
19	Public 2-year academic/comprehensive	2,000–3,999	155	21
20	Public 2-year academic/comprehensive	<2,000	333	23
21	Private 2-year academic/comprehensive	<9,000	129	12
22	Public two-year occupational	2,500–8,999	63	15
23	Public two-year occupational	<2,500	221	16
24	Private two-year occupational	<9,000	240	8

[a]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B-2:—Comparison of Respondents and Nonrespondents
(In percentages)

Control and Type of Institution	Respondents (N = 398)	Nonrespondents (N = 70)	Response Rate
Total	100.0	100.0	85.0
Control			
Public	67.3	59.3	88.4
Private	32.7	40.7	84.4
Type and Control			
Public University	31.2	23.7	89.9
Private University	13.1	23.7	78.8
Public Baccalaureate	4.3	8.5	77.3
Private Baccalaureate	14.6	10.2	90.6
Public Two-Year	31.9	27.1	88.8
Private Two-Year	5.0	6.8	83.3

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